



RESIDENTIAL

Written by	Reviewed by	Ratified by	Ratified on	Status
Lesley Ellison	Helen Ashley	Stacey Sawicki	January 2025	School

Statement of Principles and Practice

1. Hebden Green Community aspires for their pupils to be encouraged and supported to experience and develop and be given opportunities to prepare them for adulthood and life after Hebden Green. This includes independent living skills, providing opportunities to spend time with peers out of classrooms and further develop their understanding of positive friendships during social times. We aim to continue to provide a nurturing environment for our young adults to thrive in whilst ensuring their care needs are being met. The purpose of the schools residential offer is to support pupils and student's progression through to adulthood, as part of our PFA offer. Schools Residential department use the aims and objectives of the EHCP to make a demonstrable impact on their education outcomes and better prepare them for life beyond school.
2. Our schools provision is enhanced by our Residential overnight Care provision and enables pupils to further expand their educational, personal, social and cultural development, within a high quality and safe environment. All staff work within the legal requirements of the National Minimum Standards to ensure that we discretely and sensitively fulfil all the education and care needs of our pupils. For pupils to be able to access our Residential overnight provision they need to be enrolled within our PFA department within the ages of 14-19. All the pupils that stay in our overnight provision have aims within their EHCP which focus on PFA (Preparing for Adulthood) staff ensure that they work on these in the residential provision by producing and further developing an IEP Target that they work towards with activities planned for them each week. Staff will also review these targets termly ensuring that all pupils are working at the correct speed for their development. Not only do our pupils work towards their EHCP using their IEP that they are provided, they are also given other opportunities that further their development in all areas and promote their independence to a higher level, for example they work towards Awards using the ASDAN Transition Challenge and ASDAN Towards Independence Frameworks, as well as having the opportunity to work on weekly themed weeks, with multiple activities that are planned by our Senior Child Care Associate and checked by our Head of Care weekly. Pupils work alongside peers in groups that meet their pathway needs with their keyworker. Each pupil's key worker will ensure that they have a good understanding of each activity and support (whether that be visually, verbally or physically) that they need to complete the task set. At the end of each activity our Child Care Associates (Key workers) will complete observation sheets so they can collate their progression enabling The Senior Child Care Associate and Head of Care to termly review all pupils work tracking any progress made from observations and updating any targets that have been met by pupils.
3. We work in very close partnership with Parents, carers and other professionals ensuring that a multi agency approach is at the heart of what we do. Parents are kept

updated on a regular basis of their child's stay and progression. They are also provided with a termly overview each school term.

4. Not only are pupils and other agencies kept at the heart of our provision our staff are the key members to our drive. We ensure that all staff are well supported. They are provided with 2 appraisals and 6 supervisions a year and are also offered any CBD Training that can further develop their knowledge and skills.

We aim for all pupils to achieve their full potential in a happy, safe and nurturing school.